

P-20 Coordinating Council

Standards and Assessments Task Force Meeting December 2, 2009





Call to Order and Welcome

**Jack Lunsford
Task Force Chair**

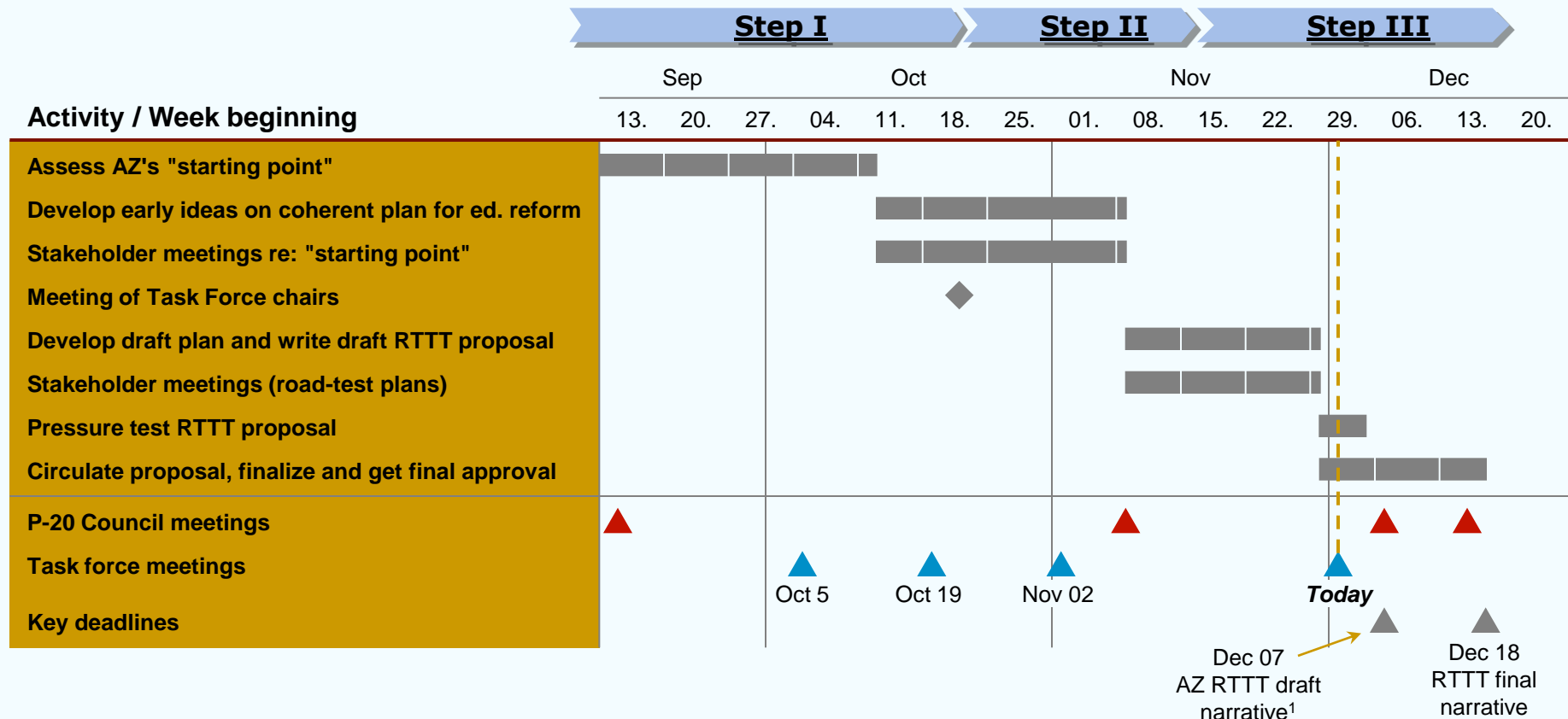


Office of Governor Janice K. Brewer

Today we will review final requirements and current draft of RTTT grant application

	 Meeting #1 Oct. 5	 Meeting #2 Oct. 19	 Meeting #3 Nov. 2	 Meeting #4 Today
Key issues on agenda	<ul style="list-style-type: none">• Introduction• Current state• RTTT criteria• Approach for the next few months	<ul style="list-style-type: none">• Current state and apparent gaps• Strawman approach to reform plan for Standards and Assessments• Prioritization framework• Stakeholder engagement	<ul style="list-style-type: none">• Continued discussion of key gaps vs. RTTT• Refined strawman approach to reform plans – focus on open questions	<ul style="list-style-type: none">• Review final RTTT requirements• Review current draft of RTTT grant
Deliverables	<ul style="list-style-type: none">• Agreement on team charter and the process forward	<ul style="list-style-type: none">• Gaps, open questions• Strawman approach to reform plan	<ul style="list-style-type: none">• Coherent plan to present at P-20 Council meeting	<ul style="list-style-type: none">• Final recommendation to P-20 Council

Where we are: Final recommendation to P-20 on Monday; RTTT narrative will be complete in less than three weeks



RTTT submission date now finalized for Jan. 19

1. Currently planning RTTT review by State Board of Ed and P20 Council Dec. 7 - 11

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Update and Review – RTTT Grant Application

**Jody Foldesy
BCG**



Office of Governor Janice K. Brewer

Final requirements specific to Standards and Assessments assurance area

"State Reform Conditions Criteria"

Work with a consortium of states to develop common standards that are internationally benchmarked and build toward college- and career-readiness (40 points)

- Half of available points for participating in the Common Core initiative, other half for committing to adopt new standards by August 2, 2010

Work with a consortium of states to develop common assessments that are high-quality and aligned with the consortium's standards (10 points)

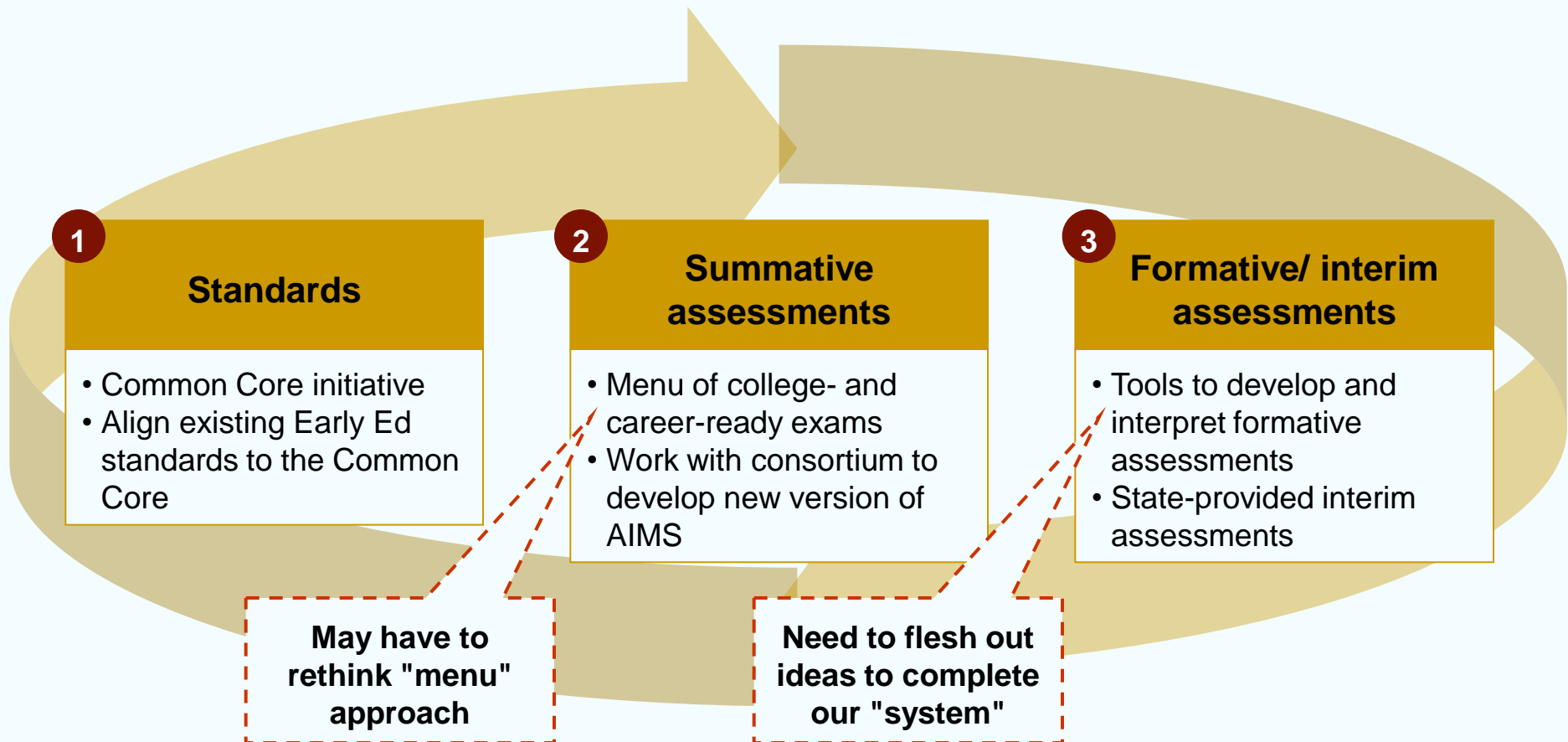
- To earn "high" points, consortium must include more than 25 states
- From the Federal Register: "No funds awarded under this competition may be used to pay for costs related to statewide summative assessments"

"Reform Plan Criteria"

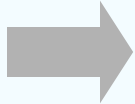
Plan to support transition to these standards and assessments (20 points), potentially including...

- Developing a roll-out plan for standards together with all supporting components
- Aligning HS exit criteria/ college entrance requirements to new standards and assessments
- Developing high-quality instructional materials (e.g., formative assessments) and professional development
- Other strategies to drive classroom practice using new standards and assessments

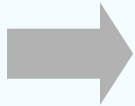
Strawman recommendation for Standards and Assessments involves "system" that links key components



Work with a consortium of states to develop common standards *(40 points)*



ADE will continue participating in the Common Core initiative



Once the Common Core standards are released, ADE will review the Mathematics and English Language Arts standards

- ADE specifically will work with higher education and other stakeholder groups to make sure the standards reflect community expectations

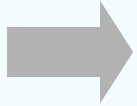


The State Board of Education commits to adopting the new standards by Aug. 2, 2010

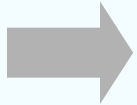


Arizona First Things First will align early education standards to the Common Core

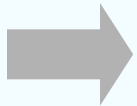
Work with a consortium of states to develop common assessments (*10 points*)



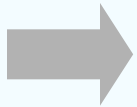
ADE will identify and work with a consortium of states to develop common summative assessments to replace AIMS (Grades 3-8 and 10)



A passing score on the 10th Grade assessment will still be required for graduation



ADE will work with other state departments of education to identify the right timeline/ staging to develop new assessments

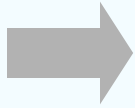


AIMS Task Force II, taking into account views of the consortium, will weigh options for assessing college- and career-readiness (CCR) for all students

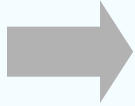
- Options include new and existing CCR exams, as well as using one exam for the graduation requirement and to assess CCR

No funding request here: funding would come out of the \$350M "carve-out" of the Race to the Top grant

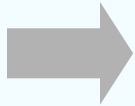
Plan to support transition to these standards and assessments *(20 points)*



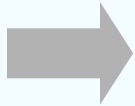
ADE will update the item bank to align with the Common Core



ADE or an appropriate third party will develop/ provide online tools for teachers to create, analyze and act upon formative assessments, leveraging the item bank. The use of these tools would be optional

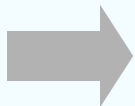


ADE will work with the consortium or a sub-set of states to develop mid-year interim assessments that benchmark students' progress on the new summative assessments. These exams would be mandatory



AIMS Task Force II, with a broad representation of thought leaders including those from higher education, will examine options for "rounding out" the new assessments system

- E.g., role of the 9th Grade assessment, ways to leverage current postsecondary tests such as ASSET, expansion of ACT pilot

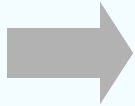


LEAs will staff assessment specialists at a ratio of 1 for every 20 schools to create and deliver PD related to assessments



Arizona First Things First will continue to develop methods to assess children younger than 3rd Grade

Plan to support transition to these standards and assessments *(20 points)*

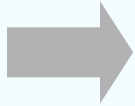


The parties responsible for the RTTT application will pursue policy changes that substantially curtail social promotion and enforce certain standards of performance for promotion at key transition points in students' careers

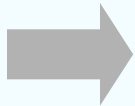
- I.e., at the end of 3rd Grade, 5th Grade and 8th Grade



The parties responsible for the RTTT application will pursue policy that allows high school students to "move on when ready" – once they have achieved a certain score on the 10th Grade/ CCR exam, to take college-level courses without remediation



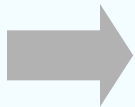
AIMS Task Force II will analyze options and recommend cut scores on assessments that signal a readiness for promotion and the ability to "move on when ready"



The RTTT grant will fund scholarships for students who "move on when ready," and the parties responsible for the RTTT application will pursue policy that splits per-pupil funding between the student's existing school and a scholarship for the student



LEAs will provide professional development to teachers and expand short-term investments in counseling and tutoring to manage the effects of ending social promotion



ADE will expand the ECAP and JAG programs to support students' transitions

Next steps

Get better understanding of RTTT requirements at technical assistance meeting on Thursday

Get input/ reactions from P-20 Council on Monday

Work with Cheryl's team to develop detail/ evidence around the plans for the Common Core and a consortium to develop new assessments

Continue to develop plans – may reach out to individuals as needed, e.g.,

- Formative assessments
- Professional development to support new system
- Focus on Transitions strategy

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Call to the Public Adjournment

**Jack Lunsford
Task Force Chair**



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